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ABSTRACT

This paper presents future directions for vocational education teachers and administrators in an effort to assist them in updating and revising their instructional programs. The paper begins with a synopsis of the history of vocational education and proceeds to visions of the future. An attachment defines good teaching (as perceived by Marshall Brain), followed by an outline of a four-step teaching approach, and a description of leadership styles associated with teaching styles. The following attachment describes the problems and characteristics associated with vocational education students, explains how these problems affect the learning process, and suggests strategies to overcome the problems. Later attachments include information on effective discipline in the classroom, self-esteem boosters, improving writing skills (including how to calculate reading levels with the Gunning Fog Index), writing a mini-grant, and an in-service model for credentialing vocational education teachers. (KC)

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STAFF DEVELOPMENT HANDBOOK FOR VOCATIONAL EDUCATION TEACHERS IN VANCE COUNTY SCHOOLS

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Vocational Education: Visions of the Future

Edgar I. Farmer, Ed.D.

Seventy-two years ago, two Congressman from Georgia, Representative Dudley Hughes and Senator Hoke Smith wrote federal legislation (Public Law 64-347) to design vocational education as an essential component of the total public education process, under the development and supervision of a state plan. Specifically, the state plan is an official contract between a state board for vocational education and a local education agency under which any service or phase of the vocational education program within the state is to operate if state and federal vocational funds are to be used in reimbursing a local board of education for a part of its cost of conducting the program.

The need for vocational education is just as severe today as it was during 1917 to promote the general welfare of the United States by providing technical training for those persons in school and those in the work force. During the past seven decades vocational education has served as a beacon of hope and panacea for the economic woes of America (Farmer, 1987). In fact, the demand for vocational teachers is likely to increase in the next decade and beyond as the private sector, educators, and the public recognize the growing importance of programs in meeting the individual's and society's needs. However, recognition of the importance of vocational programs in economic development and employment

will necessitate vocational personnel to evaluate the adequacy, quality and effectiveness of their programs in relation to educational and societal outcomes (Greenan, 1989).

Some interesting results were revealed from the Seventh Annual Trade-Industrial Teacher Supply and Demand survey of the 50 state supervisors, conducted to identify and report expected needs and shortages of T&I teachers during the 1988-89 school year. The survey revealed that there is a continuous and relatively high need for T&I teachers. The overall expected need has increased (1,838) sharply from the 1987-88 survey (1,114). The expected shortages have decreased (83) slightly from last year's survey (93). Program needs and shortages appear to be specific to individual states.

Contrary to the supply and demand of T&I teachers is the educational needs and demand for skill workers. According to Frederick G. Welch (1989), by the year 2000 it is estimated that 5 to 15 manufacturing jobs will require different skills than are presently required, and that small companies with less than 100 employees each will offer the bulk of new job opportunities. He further stated that more than 50 percent of all jobs will require education or technical training beyond high school.

Purpose

The purpose of this paper is to present future directions for vocational education teachers and administrators in an effort to assist them in updating and revising their

instructional programs. However, before we gaze into the future, it is essential that we are knowledgeable about what has occurred in the past. Otherwise the results of our efforts, to "re-invent the wheel," will be counter-productive.

As vocational educators, it is essential that we have a complete understanding of the foundation and conceptual framework of our profession before we start gazing into the future. Moreover, most educators do not believe that our profession has a theoretical base like other academic disciplines. However, contrary to those beliefs, the two distinguished Congressmen from Georgia's conceived method of educating and training youth, to meet the needs of industry in a changing world, had a conceptual theory for vocational education. They conceptualized that "trained intelligence" is developmental and given the proper instruction, resources, and time, individuals can achieve useful employment (Farmer, 1986) and (Farmer & Burrow, 1989).

The conceptual theory of vocational education, as noted by Smith-Hughes, is validated by Webster's formal definition of theory-- "a speculative idea or plan as to how something might be done." A careful review of the Congressional Records verifies that the Smith-Hughes Act was based upon the theory that every occupation may be so filled as to reflect intelligent guidance (P.L. 64-347, 1917).

Forecasting

As a vocational teacher educator, there are twelve vital applications of reform that must occur in the future in order to increase the effectiveness of vocational education program.

1. Vocational education teachers should have a sound intellectual base including a strong preparation in the liberal studies and academic skills.
2. Differences in the knowledge, skill, and commitment of vocational teachers should be recognized in both work assignment and certification levels.
3. Standards of entry into vocational education teaching should include educational requirements and professional testing that are intellectually challenging and relevant to the specific requirements of vocational education teaching.
4. A differentiated staffing pattern of vocational education teachers should be established to include master and lead vocational teachers
5. The vocational teacher education preparation curriculum should allow vocational students to study the subjects they will teach with instructors who are effective teaching models and who undertand the pedagogy related to those subjects.
6. The vocational curriculum should include significant study of the content which will be taught with generic education courses replaced by subject matter oriented

studies of teaching and learning.

7. Vocational education teachers should meet the common standards established by a national teacher certification board and the additional specific requirements unique to the profession.
8. Lead teachers in trade and industrial education should provide leadership in teaching and learning for their vocational colleagues within the entire school and their local education regions.
9. Efforts to prepare the most qualified persons for vocational teaching should include special attention to recruiting and retraining persons from ethnic and racial minority groups.
10. Provide incentives for vocational teachers based on school-wide student performance measures related to important educational outcomes.
11. Provide a supportive teaching and learning environment including appropriate technology, facilities, services, and support staff essential for vocational faculty and students' productivity.
12. Make the compensation and working conditions of vocational teachers consistent with that of other teachers and competitive with comparable positions for which they are qualified in business and industry.

Agenda Items for the Year 2000

Vocational education programs must respond to the immediate, as well as the future, needs of vocational teachers, students and society. Keeping that thought in mind, following is a list of ten items that I perceive as impact items for future trade and industrial education programs: 1) computer numerical control (CNC) and computer aided design/computer aided manufacturing (CAD/CAM), 2) comuter-based competency modules (CBCM), 3) occupational competency testing, 4) cluster curriculum, 5) videodisc and video teleconferencing, 6) alternative delivery of credentialing vocational teachers, 7) leadership and teacher effectiveness training, 8) the "at risk" student, 9) vocational education competency achievement tracking system (VoCATS), and 10) computerized computency/test-item bank (C/TIBs).

Vocational educators may be familar with some of these agenda item; therefore, I will only discuss some of the areas such as computer-based competency modules, video disc and video teleconferencing, occupational competency testing, vocational education competency achievement tracking system (VoCATS), and computerized competency/test-item bank (C/TIBs).

Computer-Based Competency Modules (CBCM). Performance-Based Teacher Education (PBTE) modules have been used for over two decades in vocational industrial education, but the computerized version is a new concept. Each module is designed to integrate theory and practice with terminal

objectives that use criterion referenced assessment. The modules are grouped within 13 categories of teacher performance: 1) program planning, development, and evaluation; 2) instructional planning, 3) instructional execution, 4) instructional evaluation, 5) instructional management, 6) guidance, 7) school-community relations, 8) vocational student organizations, 9) professional role and development, 10) coordination of cooperative education, 11) implementing competency-based education, 12) serving students with special/exceptional needs, and 13) assisting students in improving their basic skills.

Developing a computerized version of the PBTE modules will allow flexible delivery of the curriculum so vocational teachers can efficiently develop critical competencies for effective teaching. In an actual classroom setting, advantages of CBCM would be: 1) the capacity for making quick diagnostic and prescriptive instructional decisions; 2) to alert students when making wrong decisions, so they will get appropriate feedback about the consequences without the dangers and costs associated with actual conditions; 3) an interactive or question-feedback sequence providing user alternatives; 4) instructional management systems providing data on the progress of individual learners, and 5) to allow effective time management for both instructor and learner.

Video disc and Video Teleconferencing. Video disc and video teleconferencing have become integral components of corporate training. In 1986, more than 8,000 companies and

other organizations spent $2.3 billon to produce video-based instruction for their employees; by 1990, the amount is expected to exceed $7 billion. The advances in computer-managed video disc technology make it an unusually flexible and effective instructional resource. Video conferencing through satellite delivery allows interactive instruction in a variety of locations.

Video technologies are being increasingly used in education and can become an important function in the delivery of vocational education. The use will allow flexibility of delivery and individualization of instruction. Video formats are effective in remediation and review as well as providing opportunities for learners to videotape performance for self-review and critique and for competency evaluation.

Occupational Competency Testing. Teacher certification through competency testing will need to be extended to all techical areas and across the range of vocational industrial education. An appropriate competency testing procedure, developed and administered by a national certification board is necessary to verify the effectiveness of vocational education programs.

Effective competency testing provides the opportunity to meet an essential need of non-traditional teachers entering vocational education without a baccaulaureate degree. Teacher education institutions will have to articulate with state and local school boards more in order to award

appropriate academic credits for successfully completing the occupational competency examination.

Vocational Education Competency Achievement Tracking System (VoCATS). This innovative program can follow students through their entire vocational course of study, measuring their perforance levels at various intervals during the school year. The VoCATS system developed in North Carolina, produces, administers, scores and analyzes pre- and post-test for specific vocational courses. The system is based on competencies, skills and attitudes that students must be able to understand, explain, demonstrate or apply upon completion of specific learning activities. VoCATS sets the stage for computer-managed, individualized programs without the time and paperwork required by similiar proposed programs.

Computerized Competency/Test-Item Banks (C/TIBs). This is a state of-the-art system, now implemented in North Carolina. The C/TIBs have been prepared for 40 vocational courses identified in the basic education program's course of study. This system will undoubtedly be an asset to vocational teachers, administrators, and vocational counselors. The C/TIBs system can also be customized to generate data on student learning for use in vocational program review, state accreditation, and to inform the community of successful activities regarding vocational education.

Conclusion

Curriculum revision is a necessity for vocational education programs in order to increase the effectiveness of preparing students and teachers with the state of-the-art in pedagogy and technical competencies. Vocational administrators need to revise their vocational programs to include three major areas: 1) social content, 2) intellectual content, and 3) technical content. These content areas are synonymous to the three educational domains: affective, cognitive, and psychomotor respectively.

Vocational education programs should develop a core curriculum to include more courses in liberal arts. However, the future of the profession, to a great extent, depends, on how well vocational leaders articulate and collaborate with external support agencies such as: 1) National Center for Research in Vocational Education, 2) Vocational Technical Education Consortium of States (V-TEC), National Advisory Council on Vocational Education, 3) Vocational Education Information Management (VEIMS), 4)American Association of Vocational Instructional Material (AAVIM).

As vocational educators, it is time for us to bring the accomplishments of the profession to the forefront which has been dominant for decades. We have a bright future in vocational education and it time to let our light shine.

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Emphasis on Teaching.

Ideas and techniques that promote good teaching at NCSU.

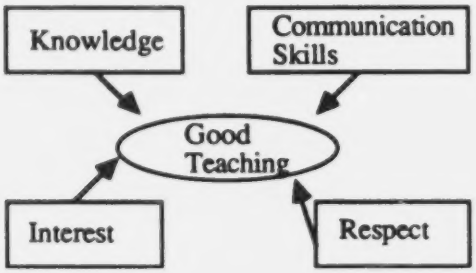
Volume 1 Number 1 February 1989

What is Good Teaching?

by Marshall Brain.

All students have had hundreds of teachers in their lifetimes - a very few of these teachers they remember as being exceptionally good. What are the qualities that combine to create an excellent, memorable teacher? Why do some teachers inspire students to work three times harder than they normally would, while others inspire students to skip class? Why do students learn more from some teachers than others?

If you are trying to become a better teacher, these are important questions. This issue of "Emphasis on Teaching" focuses on the four essential qualities that distinguish exceptional teachers: knowledge, communication skills, interest, and respect for students.



An Experiment

Here's an experiment I have done in several of my classes that you might try sometime - the results may surprise you. Go into one of the classes you are teaching, and have your students take out a sheet of paper. Ask them to list for you the qualities they feel are important to a good teacher. Ask them for some of the qualities they admire in the best teachers they have had. Then give them enough time to think about it and write something down. Five minutes is good, but ten might be better.

What you will get if you combine all of the responses is a fascinating collage of ideas. I have found that most of the responses fall into two specific categories: 1) a set of "core qualities" that students recognize in good teachers, and 2) a set of specific skills that are developed by good teachers.

"Core qualities" are the essential characteristics needed to be a good teacher. I would like to concentrate on the core qualities in this issue, and in the future discuss specific techniques that can be used to improve your classroom environment.

Knowledge

In every survey I have given, students consistently and clearly target as the number 1 quality of a good teacher exactly what you would expect: knowledge of the subject. You must be an expert in your field if you are going to be a good teacher at a university. This is a prerequisite.

Communication

The second core quality that good teachers possess is the ability to communicate their knowledge and expertise to their students. You may be the greatest expert ever in your field, but what would happen if you lectured in Latin? How much would your students learn?

It is a common misconception at the university level that knowledge of a subject is all that's required to be a good teacher - that the students should be willing and able to extract the meat from what you say regardless of how it is delivered (even if it is delivered in Latin). This might be true at the upper graduate level, but elsewhere it is definitely untrue - especially at the undergraduate level. The teacher's job is to take advanced knowledge and make it accessible to the students - to allow students to understand the material, and to understand what it means (it is one thing to understand how nuclear bombs work, but quite another to understand what nuclear bombs mean).

A good teacher can take a subject and help make it crystal clear to the students. A bad teacher can take that same material and make it impenetrable. Or a bad teacher can devote so

little time and effort to preparation that the material presented is intrinsically confusing and disorganized. A good teacher is willing to expend the effort needed to find innovative and creative ways to make complicated ideas understandable to their students, and to fit new ideas into the context available to the student. A good teacher can explain complicated material in a way that students can understand and use.

There is a saying, "Give me a fish and I eat for a day, teach me to fish and I eat for a lifetime." This is the philosophy of a good teacher. Give your students an answer and they can solve one problem, but show students the techniques needed to find the answer for themselves and they can become self-sufficient in the field. Students need to be shown how to apply the new techniques you teach to problem-solving.

Interest

A good teacher starts with a firm knowledge of the subject, and builds on that with a clarity and understanding designed to help students master the material. The best teachers then go one step further. Because good teachers are interested in the material being taught, they make the class interesting and relevant to the students. Knowledge is worthless unless it is delivered to the students in a form they can understand. But the effort expended making the material understandable is wasted if the students are asleep when it is delivered, or if the students can see no point in learning the material.

Good teachers recognize this, and work hard to make their material relevant. They show students how the material will apply to their lives and their careers. Bad teachers make material "relevant" by threatening students with failure on a test. Good teachers go far beyond this - they make students want to learn the material by making it interesting.

This is one of the things that makes research so important and vital to a university: research makes the ideas discussed in class exciting and important to the teacher, as well as to the students. If the teacher isn't interested in what's being taught, then why should the students be?

Respect

Good teachers always possess these three core qualities: knowledge, the ability to convey to students an understanding of that knowledge, and the ability to make the material interesting and relevant to students. Complementing these three is a fourth quality: good teachers have a deep-seated concern and respect for the students in the classroom. Why else would a teacher put in the time and effort needed to create a high quality class?

The creation of a good class requires an immense amount of work. You don't simply come up with clear explanations and examples and experiments for class off the top of your head. You don't create fair, consistent, high quality tests and homework assignments (read "learning experiences") five minutes before you hand them out. You don't figure out ways to integrate new materials and research into a class in an understandable way on the drive in one morning - you work at this sort of quality all the time. You spend time with your students so you can learn about holes in their understanding. You read and write and create to build an exciting and interesting class every day. The only thing that would drive you to do that is a concern and respect for the adults in your classroom.

When you strive and work to become a good teacher and to create a good class, the four core qualities are essential: knowledge, the skills to convey that knowledge, the ability to make the material you are teaching interesting and relevant, and a deep-seated respect for the student. Without these four qualities, good teaching will not exist.

What is "Emphasis on Teaching"?

"Emphasis on Teaching" is a newsletter created to collect and distribute ideas and techniques that promote good teaching at NCSU. If you have any suggestions, comments, opinions, questions, ideas or techniques that you use to improve the quality of your teaching, please send them to Marshall Brain, NCSU CSC Department, Box 8206 Raleigh, NC 27695-8206.

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FOUR STEP TEACHING APPROACH

1. PREPARATION

   * Prepare the student

     put student at ease
     explain the reason for instruction
     motivate student
     get their complete attention

   * Prepare the lesson

     list or decide on major points to be presented
     determine how you will present the material
     decide upon a standard of performance
     make available all materials student will need

2. PRESENTATION

   * Present the material to be learned

   * Teach one point at a time and do so slowly

   * Pause to allow time for questions during presentation

   * Review

3. APPLICATION

   * Let student demonstrate the procedure

   * Ask questions about procedure to assure student understanding and correct any mistakes

   * Assist when necessary during the initial tryout and for the first few times the procedure comes up again

4. EVALUATION

   * Check the student in the actual work setting against your established standard of performance

   * Correct errors

   * Encourage questions

   * When satisfied that the student can perform at established standard, allow him/her to assume the responsibility

ON LEADERSHIP

Leadership is an invisible strand
as mysterious as it is powerful. It pulls and it bonds.
It is a catalyst that creates unity out of disorder.
Yet, it defies definition. No combination
of talents can guarantee it. No process or training
can create it where the spark does not exist.

The qualities of leadership are universal:
they are found in the poor and the rich, the humble
and the proud, the common man, and the brilliant
thinker; they are qualities that suggest paradox
rather than pattern. But wherever they are found
leadership makes things happen.

The most precious and intangible quality
of leadership is trust--the confidence that the one
who leads will act in the best interest of those
who follow--the assurance that he will serve the group
without sacrificing the rights of the individual.

Leadership's imperative is a "sense of rightness"
--knowing when to advance and when to pause, when
to criticize and when to praise, how to encourage others
to excel. From the leader's reserves of energy
and optimism, his followers draw strength. In his
determination and self-confidence, they find inspiration.

In its highest sense, leadership is integrity.
This command by conscience asserts itself more
by commitment and example than by directive. Integrity
recognizes external obligations, but it heeds
the quiet voice within, rather than the clamor without.

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I believe there is more leadership in you and me
than we use,
than we know,
than we can imagine.

NOTE: What type of leadership style do exhibit as a
vocational education teacher ?

PROBLEMS AND CHARACTERISTICS ASSOCIATED WITH VocED STUDENTS

* Poor reading and communication skills

* Lack of knowledge concerning career/educational opportunities

* Lack of self-discipline

* Poor attendance and interpretation of school's attendance policy

* Short attention span

* Poor attitude and work ethics

* Lack of organizational skills

* Fails to accepts responsibility for their own actions

* Inability to set realistic goals

* Poor self-esteem

* Difficulty in following directions and paying attention to class instruction

* Poor test-taking skills

* Lack of self-initiative

* Poor money management skills

Problems and Characteristics Associated with VocED Students	Impact on the Learning Process
* Poor test-taking skills	Low test results, and possible failure. Low marketability for career choices. Stigmatizes students among their peers and teachers.

* STRATEGIES *

* Provide exercises to boost students' confident and reduce their anxiety regarding testing.

* Develop and implement student study groups and encourage peer tutoring.

* Collaborate with school counselors and psychologists on non-threatening activities to strengthen students' test - taking skills.

* Utilize previous standardized tests and work sheets as instructional guides to prepare students.

Problems and Characteristics Associated with VocED Students	Impact on the Learning Process
* Poor reading and communication skills	Low self-esteem, slower pace for school work, and possible failure

* STRATEGIES *

* Utilize proper diagnostic strategies and peer tutoring.

* Provide reading materials on student's reading and grade level.

* Motivate students with video tapes and film strips to stress the importance of communicating effectively.

* Allow students to practice oral presentations with a tape recorder as a homework assignment.

Problems and Characteristics Associated with VocED Students	Impact on the Learning Process
* Lack of self-discipline	Class disruption, not prepared for class, and behavior may be detrimental to their success as a productive citizen.

* STRATEGIES *

* Praise appropriate behavior and discuss with students inappropriate behavior in plain terms to avoid misinterpretation.

* Design the instructional activities to coincide with the interest and background of students.

* Exhibit consistency in administering discipline and rewards to students.

* Develop and implement a classroom discipline policy with input and consenus from students; display policy in writing in the classroom.

EFFECTIVE DISCIPLINE IN THE CLASSROOM

Edgar I. Farmer, Ed.D.

Discipline is a prerequisite to learning, and students who are well disciplined tend to direct their interests, efforts and abilities toward greater achievement. However, discipline in the classroom requires more than a bag of tricks; it requires a basic philosophy from which specific techniques emerge--a philosophy that has kindness and firmness as its focal points.

Effective discipline in the classroom can be described as a friendly, yet businesslike, rapport between teacher and students, working cooperatively to achieve the same goals.

As teachers, you are charged with the responsibility of helping students adjust to their environment rather than punishing them for not adjusting. In other words, you must reform their behavior, changing those with unacceptable behavior to that of acceptability and productivity; this task is not easy, but it can be accomplished. Statistics indicate that teachers are doing a poor job of helping students adjust to their environment in the areas of acceptance and productivity.

Students failure to change their behavior to that which is acceptable and productive very often causes some of them to drop out of school. Many students are expelled schools each year because of disruptive behavior. However, as teachers, we should be advised that disruptive behavior

begins when a student is bored or frustrated or both.

EXPECTATIONS

As teachers, we must communicate feelings of trust and high expectations of our students. We should give them as much responsibility as possible, praising them for work done well and commenting little on unsuccessful work. Students tend to live up to our expectations of them.

During the 1970s, L. H. Rosenthal conducted a study about teachers' expectations of students. The results of the study were described as the Rosenthal Effect, which stated that teachers who expected little achievement from students received little and those who expected a lot received a lot. The consensus of the study was that "Teachers get what they expect from students."

A MEASURE OF DIGNITY

Sometimes, students have a bad day and if we are aware of it, we should respect their feelings. When you notice a student getting hostile, try to avoid a direct confrontation (especially if that student is usually a good person). Sometimes, allow that student to "cool out" during the class period. Usually, the next day when you inquire, you will find that the student was upset about something that happened prior to your class. Many times, they will apologize for their deviant behavior if you have allowed them "a measure of dignity."

AVOID SUBJECTIVITY

Opinions about classroom discipline vary widely. In the past, most classroom rules were based primarily on subjectivity, which are the moral, legal, personal educational, and safety values of teachers. As professionals, we should not impose our personal values on the student. Unfortunately, this type of subjective discipline cannot exist in our present "high-tech/high-touch society."

Teachers, students and parents should be involved in the process of developing and implementing procedures that will correct and reduce disruptive behavior. If we can accomplish this task, then the rules for discipline and acceptable behavior would be spelled out so that expectations and responsibilities are clear.

A NOTEWORTHY TEXTBOOK ON DISCIPLINE Solving Discipline Problems: Strategies for Classroom Teachers by C. H. Wolfgang and C. D. Glickman. Allyn and Bacon, Inc. 2nd Edition 1986.

SELF-ESTEEM BOOSTERS

The following ideas and thoughts are intended to help you feel better about yourself and to gain new confidence in dealing with life's problems and troublesome circumstances. These ideas may help you make it through the day when there aren't enough hours to do all the things you want and may help you to grow in self-worth and self love.

1. Think of the personal accomplishments you achieved within the last week. These may include achievements on your job, in your home, in school, sports, or religious or cultural activities. Treat yourself for having been successful at something this week (i.e., a movie, a sundae, a new shade of lipstick, a new tie).

2. Take time out regularly to be alone with your thoughts and feelings. Learn to enjoy your own company. Get involved in activities you like.

3. Learn to love yourself. Don't try to be someone else. Explore and appreciate your own special talents. Do what makes you feel happy and fulfilled.

4. Praise yourself when you deserve it. Encourage yourself whenever you need it. Happiness begins with inner satisfaction and peace.

5. Consciously affirm in your own mind positive self-esteem traits. Memorize, repeat and internalize your self-esteem attributes until they become a part of your conscious. Let your positive self-esteem become as automatic as breathing.

6. Repeat this daily: "I am irreplaceable. I am an original. There is no other person in the world like me. I am a VIP." Feeling good about yourself begins with you.

7. Dwell on your strengths. Resist self-condemning thoughts and people. Stay away from people who talk the blues all the time. Remember you are the source of your own strengths and achievements.

8. Be your own best friend....this will be a friend for life. Friendship provides comfort and strength and must be nourished with gentle deeds and loving activities.

9. Admire, respect and appreciate the uniqueness of others. Recognizing differences in others will provide you with your own special reason of importance in this world and strengthen your own self-esteem.

10. Give yourself credit when credit is due. Take pride in your achievements. Be happy with the success of others. Do not gloat when others close to you fail.

11. Be proud of your looks. Concentrate on your physical well-being. Accept your flaws, improve those you can.

12. Accept your body, whether overweight, underweight, out-of-shape, too short, too tall, bald, half-blind, or almost right. Once you've accepted yourself you can gradually change any part of yourself without self-hate, self-condemnation and self-put down.

13. Select a photo of yourself you are proud to keep in your wallet. Look at it right before lunch and after a day's work. Determine what is attractive about you in that photo. Admire it. Strive to keep a positive attitude about your body.

14. Add a touch of laughter to your day. Laugh at past disappointments, troubled times and good times. Humor softens bad feelings and keeps us from taking ourselves too seriously.

15. Become a winner! Speak up for yourself. Go after goals with persistence and resolve. Accept change.

16. Let go of living in the past, self-condemning habits, and feelings of worthlessness, pessimism, resentment, jealousy, dishonesty and self-pity. Letting go of disappointments releases you from pressures of yesterday's traits.

17. It's okay to have faults. Accept your faults and bolster your self-esteem by indicating how your faults are offset by your virtues. Don't expect to be perfect.

18. Take changes....risks which mean you're prepared to deal with either failures or successes. The more chances you take, the more confidence you have in your judgment and are willing to overcome fear, boredom or complacency in order to bring about change.

19. Rid yourself of rigid thoughts and resistance to growth and new ideas. Put on love and anticipation which will keep you externally young. Rid yourself of self-doubt, self-depreciation, low self-esteem and fear of success.

20. Don't let modesty and memories of previous setbacks hinder your growth. Recall times of courage, bravery and other tough situatins you have tackled.

References: Michael Krawetz, Self-Esteem Passport, N.Y. & What You Should Know About Self-Esteem" Public Affairs Publication, 1986.

Distributed by Cynthia E. Johnson, Ph.D., Extension Human Development Specialist, NCSU, Raleigh, NC 27695-7605 May 1986

Improving Writing Skills

by Edgar I. Farmer

Vocational education is caught up in an information revolution, fueled by expanding automation and the use of electronic communications systems, marked by a relentless appetite for the printed word. These phenomena have changed our profession in mostly positive ways. Our colleagues are now writing and publishing professional articles and textbooks with increasing frequency. There are, however, many vocational instructors who are not publishing—but who could with more support and assistance.

Vocational instructors are creative, articulate and talented in preparing persons with marketable skills for business and industry. Many of them have years of training in an occupational area, and have acquired expert skills and knowledge they could be sharing with their colleagues. With the same hard work and discipline they used to achieve success in teaching, they can learn to write publishable articles and reports.

Just as occupational skills can be developed, so can writing skills. You can improve your writing skills if you follow a few simple guidelines for organizing, writing and polishing your professional papers.

You should start with a tentative title. Jot down your ideas—don't worry about their arrangement in the beginning. Collect information about these ideas from newspapers, magazines, books, newsletters and colleagues. Store the information in a file or folder. After you have completed collecting your resource materials, write a full-fledged draft of your paper, incorporating the ideas you have noted down. Then rewrite your draft in a logical, sequential manner, striving for continuity of thought.

After you have finished polishing, proofread your work and then ask your colleagues to criticize your manuscript constructively. You should then write another draft to include the corrections and revisions.

A smooth, well-organized flow of ideas is the hallmark of good writing. Is your subject obvious from the beginning? Are your important ideas emphasized? Is there a summary or overview statement at some early point? Are your paragraphs complete and self-contained units? Are there proper transitions between them? Is the paper, article, or report complete? All of these points are observed in logical, well-organized writing.

Above all, you should strive for clarity. Use small, familiar words to make your meaning clear to your readers. For example, use the word ***harmful*** instead of ***detrimental***, ***enough*** instead of ***sufficient***, ***shape*** instead of ***configuration***. A large and difficult word should only be used if there is no smaller word that means the same thing. Even then, a summary may be preferable.

Keep your sentences short. Most short sentences are far easier to read than long ones, which can bury the ideas they contain. Some longer sentences can be included to vary the rhythm of your writing. Keep in mind, however, that the average sentence length should be between 15 and 20 words.

The style of your writing should be conversational. Write as though you were writing to a friend. Be careful to steer clear of slang, however (whether professional or conversational). Use the active voice, in which the subject performs the action, rather than the passive voice, in which the action is received.

If you have doubts as to whether your writing is as clear as you want it to be, you might try calculating your "Gunning Fog Index." The Gunning Fog Index, developed by Robert Gunning, is a formula used to determine the reading level of an article or paper.

- Select a sample passage (no more than 100 words). If the passage ends in the middle of a sentence, stop the count at the end of the last complete sentence before the 100 word limit.
- Divide the total number of words by the total number of sentences. This gives you the average number of words per sentence.
- Count the total number of polysyllables. A polysyllable is a word of more than three syllables, with three exceptions: a) capitalized names of people, places, companies, and products; b) compound words made up of smaller words, such as bookkeeper, or manpower; and c) verbs that become three syllable through the addition of suffixes such as ***ed***, ***es***, or ***ing***.
- Add the number of polysyllables to the division in step 2. Next, multiply by 0.4. The result is the Gunning Fog Index. An acceptable index for an easy adult reading level is between 8 and 14.

Once vocational instructors understand that writing skills are developmental, achievable just as any other manipulative skill is achievable, they can get down to the serious business of improving them. They need only remember that practice, as in all things, makes perfect.

About the Author

Edgar I. Farmer is an associate professor of trade and industrial education at North Carolina State University, in Raleigh, North Carolina.

CALCULATING READING LEVELS WITH THE GUNNING FOG INDEX

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THE GUNNING FOG INDEX

Directions: Read the passage carefully and use the Gunning Fog Index to determine the reading level (write out each step in your computations).

Selecting An Appropriate Curriculum Model for the Disadvantaged Student

Curriculum designs play an important role in influencing program success or failure. While poor programs are not always the result of weak curricula, it may be assumed that good programs are the result of strong curricula. The role curriculum plays in a program's effectiveness and impact on the disadvantaged student cannot be over-emphasized (Pines and Morlack, 1977). The unique learning characteristics of the disadvantaged student mandates that non-traditional curricula designs be developed and implemented (Impacts of YEDPA, 1978).

Designing a curriculum requires that all those involved become familiar with the various models and their unique characteristics. With this understanding, educators are better prepared to select the appropriate model when revising existing programs or generating new ones.

Total number of words =

Total number of sentences =

Total number of words with three or more syllables =

The fog index for the above passage is:_____.

THE GUNNING FOG INDEX

Directions: Read the passage carefully and use the Gunning Fog Index to determine the reading level (write out each step in your computations).

A Teaching Tip:
Organization & Motivation in the Classroom

Organizational skills and self motivation are the keys to success in the classroom as well as in the world of work. Many students lack one or both of these skills. In my mathematics class, students are required to become more organized and structured in their work. I encourage students to accept more responsibility for their learning by using several techniques. I plan class instruction into one week intervals and develop an assignment schedule for each of my six classes. Each student has access to the weekly schedule which is usually written on the side chalk board. This technique allows students to see the material that will be covered during the week as well as seeing the directions and goals of the course. Appointing a student in each class to serve as the class secretary is another technique that I find is very effective.

Total number of words =

Total number of sentences =

Total number of words with three or more syllables =

The fog index for the above passage is:_____.

THE GUNNING FOG INDEX

Directions: Read the passage carefully and use the Gunning Fog Index to determine the reading level (write out each step in your computations).

Characteristics of an Effective Teacher as Perceived by Disadvantaged Students

Finding ways to teach disadvantaged students is a challenge to many concerned teachers. While a variety of techniques may be used in reaching this goal, there are no absolute "tricks of the trade" that will assure success for all teachers. The methods used effectively by one teacher may not work for another. Certain variables may affect the selection of the most effective teaching methods--variables such as teacher personality, equipment, available facilities, type of students being served, and the subject being taught. A review of the literature provides some basic principles which, if used, by teachers in their own way, should help improve their effectiveness in teaching disadvantaged youth.

Total number of words =

Total number of sentences =

Total number of words with three or more syllables =

The fog index for the above passage is:_____.

Alternative Teaching Strategies: An In-Service Model for Credentialing Vocational Education Teachers

Initiators and Project Directors: Dr. James L. Burrow
Associate Professor
& Coordinator of
Marketing Education
NC State University

and

Dr. Edgar I. Farmer
Associate Professor
& Coordinator of
Industrial & Technical Ed.
NC State University

Duration of Activity: Beginning 9/1/89
Ending 8/30/90

Amount of Proposed Project: $ 3,996

Date Submitted: April 21, 1989

Alternative Teaching Strategies: An In-Service Model for Credentialing Vocational Education Teachers

Eleven years from now, the "nation at risk" will enter into the 21st century with dramatic changes in its education system (Burrow and Farmer, 1989). It is apparent that the broad system of vocational education and teacher preparation is in desperate need of reform. The history of vocational education in the public schools extends back over 70 years to the passage of the Smith-Hughes Act (P.L. 64-347). It can be suggested that the basic structure used to prepare vocational teachers has changed very little in that time, when compared to the changes that will likely occur before the next century.

The redesign of vocational teacher education is an inevitable result of the emphasis on the reform of education. While strategies and models for restructuring of teacher education have been proposed and evaluated, few have directed specific attention to vocational education.

Analysis of the reform movement completed within vocational teacher education suggests a distinct response rather than the acceptance of delivery models proposed for teacher education generally. See, for example, the May, 1987 issue of the Vocational Education Journal. The need for specific vocational vocational teacher education models is premised on the uniqueness in the historic roots of vocational education as well as its philosophy and goals, and

the requirements deemed critical for effective vocational teaching.

This proposed project will review the context of reform as it relates to vocational education. In addition, this project will develop some alternative models for delivery of in-service training to vocational teachers with an outlined analysis of its relationship to the goals of educational reform.

The need for reform is documented in the Holmes Group and Carnegie Reports and through legislative requirements in 46 states. However, it will take a concerted effort to improve the quality of teaching in the profession. In other words, more collaboration among teacher education institutions, State Education Agencies, and Local Education Agencies will be required in order to effectively implement new models for vocational teacher education. The need for reform also indicates that we must raise our standards for admission into teacher education programs in an effort to strengthen the certification requirements and program delivery.

THE PHILOSOPHY GUIDING REFORM

The reform of teacher education is predicated on the goals of educational improvement. Teacher education exists to improve the practice of education through research and personnel development. While there may be secondary objectives for reform, its primary focus must be on the outcomes of education.

While the recommendations of the Holmes Group have received the majority of attention in the redesign of teacher education, the purposes of the group's redesign efforts must be critically assessed. One paramount goal has been to increase the professionalization of teaching and the respect given to teacher education (Case et al. 1986). While certainly laudable, such a goal should be evaluated in relationship to the primary needs of reform which relate to the outcomes of education. It is likely the goals are complementary and carefully designed efforts to restructure the teaching profession and preparation for the profession can also result in higher quality education. It is possible, however, to focus actions and resources on the goal of professionalization assuming quality education will result or without considering the impact on educational outcomes.

PROPOSALS FOR REFORM OF TEACHER TEACHER

The Holmes Group (1986) and the Carnegie Commission (1986) proposals were centered on the restructuring of teacher education. They emphasize strategies for increasing the quality of teachers and teaching and increasing the status of the teaching profession.

The Holmes proposal establishes five major goals to guide the improvement of teacher education. They are:

1. To make the education of teachers intellectually sound. Achieving the goal requires a board liberal education, competence in the subject matter to be taught, effective pedagogy, and reflective practice.

2. To recognize differences in knowledge, skill, and commitment among teachers. The Holmes proposal recommends a three-level differentiated staffing structure including instructors, professional teachers, and career professional teachers.
3. To create honest standards of entry into the profession of teaching. To achieve this objective, it is recommended that professional teacher examinations be established that use multiple measures of critical knowledge and skills.
4. To connect schools of education with schools. Working partnerships between schools and universities, between teachers, administrators, and college faculty can aid in maintaining those connections.
5. To make schools better places in which teachers can work and learn. The Holmes Group believes that the increased professionalism and competence will require a new working and administrative environment in schools.

The Carnegie Report (1986), A Nation Prepared, provides a similar conception of the teaching profession. Recommendations include a National Board of Professional Teaching Standards, a differentiated staffing pattern in schools headed by lead teachers, and upgrading the status of teachers through increased compensation, support staff, and greater authority and responsibility for instruction and the achievement of students.

METHODS AND PROCEDURES

GOAL: To design an effective teacher education model to enable currently employed vocational education teachers to complete an undergraduate degree in vocational education and meet SDPI certification requirements.

SPECIFIC OBJECTIVES:

1. To evaluate existing and proposed models for a field-based vocational teacher education program.
2. To identify technological applications that can support the delivery of a field-based program including computer-based instruction, video-disc, satellite, cable television, etc.
3. To design elements of a field-based program that are consistent with the goals of the major teacher education reform reports, and which can be implemented within the university and vocational education systems in North Carolina as shown in the attached Figure 1.
4. To solicit input and evaluation of a field-based model from North Carolina Vocational Education personnel, including local vocational directors, SDPI personnel, and teacher educators.
5. To prepare a monograph describing a viable field-based model for delivering vocational teacher education in North Carolina.

PROCEDURES

September 1 - October 31

Evaluate existing and proposed field-based models and instructional technology for delivering vocational teacher education.

November 1 - December 31

Design components for a field-based model that could be implemented in North Carolina. Develop procedures for evaluating the model components.

January 1 - March 31

Conduct meetings in the eight regions to discuss field-based teacher education with local vocational directors and other interested personnel and to solicit their input and evaluation.

April 1 - May 31

Develop a detailed description of a field-based model based on input from regional meeting. Prepare monograph.

June 1 - July 31

Review and critique draft copy of monograph. Prepare and print final copies of the monograph. Prepare a presentation for summer vocational conference.

August 1 - August 30

Make a presentation at summer conference. Prepare recommendations for implementing an exemplary field-based program. Prepare a final report.

BUDGET

Title: Alternative Teaching Strategies: An In-Service Model for Credentialing Vocational Education Teachers

ITEM	DESCRIPTION	AMOUNT
1	Salaries of Project Directors	0
2	Postage and Telephones Office Communications	$ 150
3	Travel Conduct eight professional meetings at the regional centers with local vocational directors to solicit their input into the inservice model	800
4	Supplies Printing, assembling, and preparing 500 monographs of the final report document and cover design	2,500
5	Indirect Cost	296
6	Total Cost	3,996

VOCATIONAL EDUCATION FOR THE DISADVANTAGED LEARNER

According to Ted Koppel of ABC's Nightline (September, 1985), there are 34 million persons living in poverty in the United States. This alarming statistic represents 14.4% (1 of 7 persons) of the population in our nation. These 34 million people are considered economically disadvantaged as defined in the Federal Register and Public Laws: 88-210, 90-576, and 98-524.

Poverty cuts across all cultural groups: native Americans, blacks, Hispanics, whites, and others. This dilemma is important for educators to understand, because many of them believe that the term disadvantaged refers only to black Americans (which represents 12%, 29.1 million, of the U.S. population). Actually, there are about 9.7 million black Americans living in poverty which is a shocking statistic representing over one third of this selected group.

Ironically, there are more white Americans (22 million) living in poverty than any other ethnic group in the United States. But, the percentage of white Americans (11%) living in poverty is smaller in comparison with other groups.

Yet, there are three commonalties among all people of poverty: unemployment, unskilled, and lack of education. However, it seems that educational attainment is the most important factor to increase one chances of employment and vertical mobility. In fact, according to the Bureau of Labor Statistics, participation rates are directly correlated with educational attainment for both men and women regardless of race (Young, 1983).

The Future: Bright and Hopeful. In 1984, black Americans earned $200 billion and by the year 2000, it is estimated that they will earn $ 889 billion. This is equivalent to the GNP of Canada or Australia, or the ninth largest nation in the free world (Brown, 1986).

If we were to spend $ 1,000 a day, a billion dollars would last for 2,739 years. Which may be interpreted to say that black Americans in this country earn enough money every 12 months to spend $ 1,000 a day for 547,945 years. The purpose of this scenario is to dispel the myth that all black Americans are disadvantaged and living in poverty.

Therefore, we can conclude that the future of Vocational Education for disadvantaged persons is bright and hopeful for some and more of the same for others. In other words, some of these persons will achieve vertical mobility while others will remain in poverty. Johnson (1985, publisher of Ebony Magazine), attributes the vertical mobility to the fact that the future belongs to those persons who prepare for it today. This is true, however there are other factors that should be considered such as opportunity and support resources.

Individual preparation is a must in order to become marketable in the future. However, this is not enough! We as Vocational Educators should give more assistance to disadvantaged students in reaching their career goals by

collaborating with other community support agencies. These agencies should include business and industry, which is a major concern of the new vocational education legislation, Carl D. Perkins Vocational Education Act (Public Law 98-524).

Formula for Prosperity. The future of the disadvantaged learner can be best stated by this formula: $F = P$; $P = P1 + O \pm SR$. Whereas F represents the future and P represents prosperity. Thus, prosperity is equal to preparation (P1) plus opportunity (O) plus or minus support resources (SR). As vocational educators, we should commit ourselves to assist this special group of persons preparing for the future as well as provide the necessary support services to ensure their success.

Specifically, vocational educators should provide programs that address the educational as well as the socio-economic needs of the disadvantaged learner. For example, Vocational Education Programs should: (1) conduct training for available or emerging jobs; (2) provide sound academic studies; (3) arrange for on-the-job work experience; (4) increase the amount of stipends and the number of scholarships; (5) enable students to develop a positive self-image and sense of worth; (6) set high graduation requirements; (7) provide placement services; (8) promote leadership and business ownership; (9) reduce occupational segregation and discrimination; and (10) conduct studies to gather information on the employment outcomes of completers and noncompleters (Randolph, 1980).

If we can accomplish these things, and I think we can, then the disadvantaged person will undoubtedly have a bright, rewarding, and productive future. Historically, Americans have proved that no task is too big or too difficult for them to solve, especially when it comes to helping others. We have responded favorably to the call for help from others abroad. Therefore, it is time for vocational educators to join hands and respond favorably to the call for help from poor Americans.

EDGAR I. FARMER is currently an Associate Professor of Industrial & Technical Education at North Carolina State University and a recent recipient of the W. K. Kellogg National Fellowship. His primary responsibilities are teaching, research, student advisement, and editor of the *Occupational Education Forum*, a national refereed journal in Vocational Education. Dr. Farmer began his teaching career as a Building Trades Instructor in 1971 at the Vocational Preparatory School and Pembroke High School in Hampton, Virginia.

ABBREVIATED VITA

Dr. Edgar I. Farmer

Dr. Farmer is currently an Associate Professor and Program Coordinator of Industrial & Technical Education (ITE) at North Carolina State University. His primary responsibilities are teaching, research, supervising student teachers in ITE, student advisement, and editor of the Occupational Education Forum, a national refereed journal in Vocational Education. He is also a W.K. Kellogg National Fellow and Director of a Kellogg Delegation to China.

Dr. Farmer has worked extensively with school districts, government agencies, and other universities as a consultant in Vocational, Industrial, & Technical Education Programs. His research focus is in the area of Vocational Special Needs Education with emphasis on disadvantaged students as described in the Vocational Education Acts. He served as Guest Editor of the Spring 88 issue of The Journal For Vocational Special Needs Education, "Special Needs Populations Around the Corner...Around the World". This particular issue has received national as well as international recognition by many professionals.

Before going to N.C. State University, Dr. Farmer was an Associate Professor of Industrial Technology (with Tenure) at North Carolina A&T University. Prior to that, he was an Assistant Professor in the Department of Vocational Education at Temple University, Philadelphia, Pennsylvania. During the summers of 1982,'83, and '84, he worked as a Special Technical Writing Assistant with AT&T Document Development Organization in Winston-Salem, North Carolina. He began his teaching career as a Building Trades Instructor from 1971 to 1974 at the Vocational Preparatory School and Pembroke High School in Hampton, Virginia.

His other professional experience includes that of being an U.S. Army Educational Liaison for the 173rd Airborne Brigade in the Republic of South Vietnam. During such time, he was awarded the Army Commendation and Bronze Star Medals.

Dr. Farmer holds membership in several national professional organizations, including Advisor of the Collegiate VICA Chapter at NC State University. He recently served as the Vice President of T&I for the National Association of Industrial and Technical Teacher Educators (NAITTE) and a member of the National Nominating Committee of the American Vocational Association (AVA).

Dr. Farmer and his wife, Barbara, have two sons and a daughter.